

Talk for Reading: Reading Collaborative work group 2016 - 2017

Asking Questions to Support Comprehension: KS2

We have divided these into the eight KS2 reading content domains, which we have renamed as reading skills/ characteristics. You can use these reading skills as learning objectives in your lesson and explain them to the children to support them in developing transferrable reading skills between texts. We have included suggestions for questions you might ask in a guided group as well as additional discussion prompts that might support the children in their independent discussions about the books they are reading.



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LANGUAGE LEARNER

KS2 Content Domain 2A

Explain the meaning of words in context.



FABULOUS FINDER

KS2 Content Domain 2B

Retrieve/record information or identify key details from fiction and non fiction texts.



REMARKABLE REMEMBERER

KS2 Content Domain 2C

Summarise the main ideas from more than one paragraph. (NB KS2 focus is on Summarising, KS1 is on Sequencing)



INVINCIBLE INFERRER

KS2 Content Domain 2D

Make inferences from the text. Explain and justify inferences with evidence from the text.



POWERFUL PREDICTOR

KS2 Content Domain 2E

Predict what might happen from the details stated and implied.



CLUE COLLECTOR

KS2 Content Domain 2F

Identify and explain how information / narrative content is related and contributes to meaning as a whole.



WORD WIZARD

KS2 Content Domain 2G

Identify or explain how meaning is enhanced through the choice of words and phrases.



Curious Comparer

KS2 Content Domain 2H

Make comparisons within the text.

LANGUAGE LEARNER

KS2 Content Domain 2A



Explain the meaning of words in context.

Y3/4 comprehension curriculum statements

checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

using dictionaries to check the meaning of words that they have read

Y5/6 comprehension curriculum statements

checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

identifying and discussing themes and conventions in and across a wide range of writing

Question examples for teachers to ask:

Find and copy...


Why did the author choose to use this word here?

Which words help you to understand more clearly what is happening?

Highlight a key word or phrase: what effect has the author created?

What other words/phrase could the author have used to mean xxx ?

What antonyms could you use to describe the character?

Use the small cards either as extra questions for you to ask, or to promote discussion between pupils. Most of the cards have statements rather than questions on them, to encourage debate about whether or not the children agree with the statements. These debate statements have the symbol  on them.





Which words describe the main characters?



Find three significant words that tell you what is happening in this section.



Would it make a difference if the author used a synonym of this word here?



Are there words which you would only find in this genre of text?



Are there words you don't know the meaning of? Find the definitions then write a sentence about the book using the word.



Make a list of tricky or interesting words you would like to discuss.



Which words does the author use to help you imagine what the setting is like?



Which words are precise, technical terms?
(for example, water vapour, chronological, gravity)



FABULOUS FINDER

KS2 Content Domain 2B



Retrieve/record information or identify key details from fiction and non fiction texts.

Y3/4 comprehension curriculum statements
identifying main ideas drawn from more than one paragraph and summarising these

retrieve and record
information from non-fiction

asking questions to improve their understanding of a text

Y5/6 comprehension curriculum statements
retrieve, record and present information from non-fiction

asking questions to improve their understanding of a text

Question examples for teachers to ask:

Where is the best description of the setting?

How do you know when the story is set?


How can you tell who the main characters are?

What is happening on this page?

Is what is on this page important to the whole book?

Are these statements true always, sometimes or never? (prior prep needed for this one)

Are these statements true or false? (prior prep needed)

Use the small cards either as extra questions for you to ask, or to promote discussion between pupils. Most of the cards have statements rather than questions on them, to encourage debate about whether or not the children agree with the statements. These debate statements have the symbol  on them.





List three main events or details from this book.



Draw a timeline of events from this story.



Think of some questions to ask someone else about what is happening in the book.



The setting gives you a clue about what will happen.



The main characters are introduced first.



The blurb and the first page tell you all you need to know about what sort of book it is.



The contents page is the most important one in a book.



Choose a character or theme from the book and find three things the author says about them.



REMARKABLE REMEMBERER

KS2 Content Domain 2C



Summarise the main ideas from more than one paragraph.

(NB KS2 focus is on Summarising, KS1 is on Sequencing)

Y3/4 comprehension curriculum statements

identifying main ideas drawn from more than one paragraph and summarising these

retrieve and record information from non-fiction

Y5/6 comprehension curriculum statements

explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

Question examples for teachers to ask:


Write a summary of the book that will fit on a sticky note/post-card.

Are there any sections of the book that deal with exactly the same thing?

Which is the most significant part of the book?

Why does xxxx do xxxxx at the start of the story?

(Prior prep: make a set of cards of events in the story) - Are there any bits missing? What is? Where does it go?

Use the small cards either as extra questions for you to ask, or to promote discussion between pupils. Most of the cards have statements rather than questions on them, to encourage debate about whether or not the children agree with the statements. These debate statements have the symbol  on them.



The main theme is always in the blurb.



The actions of the main character always make someone else in the book change.



Books always have more good characters than bad ones in them.



The setting of a book always changes during the story.



The chapters or sections in non fiction books never refer to each other.



The contents page is the most important one in the book.



Summarise the book or chapter.



The main theme is there in every chapter or section of the book.



INVINCIBLE INFERRER

KS2 Content Domain 2D



Make inferences from the text. Explain and justify inferences with evidence from the text.

Y3/4 comprehension curriculum statements

drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

Y5/6 comprehension curriculum statements

drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

learning a wider range of poetry by heart

distinguish between statements of fact and opinion


Question examples for teachers to ask:

Why do you think ?

How do you know that ?

Can you explain why ?

What did the writer mean by?

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Find some evidence that shows what the characters think about each other.



Write the thoughts the main characters in each chapter. If they change, why do they?



Write questions you'd like to ask a character if you could meet them, about their motives.



Choose a character and explain how their actions affected the outcome of the story.



Do any of the characters' feelings change over the course of the story?



Are there any facts about the setting or events in the book which you need to know before you can understand it?



How does the author's choice of verb to describe how things are said help you to understand what characters are feeling?



Retell an event in the book from the point of view of one of the characters.



POWERFUL PREDICTOR

KS2 Content Domain 2E



Predict what might happen from the details stated and implied.

Y3/4 comprehension curriculum statements
predicting what might happen from details
stated and implied

Y5/6 comprehension curriculum statements
predicting what might happen from details stated and
implied

Question examples for teachers to ask:


What clues does the front cover / first sentence / chapter headings give you about what will happen?

Can you think how a similar book ended? Does this help you think about what will happen next?

What do you think will happen? Why do you think this?

Can you think of other sections or chapters that might go into the book? (non fiction especially)

Who will come out of this situation the best? How do you know?
How can the issue of xxxx be resolved?

Use the small cards either as extra questions for you to ask, or to promote discussion between pupils. Most of the cards have statements rather than questions on them, to encourage debate about whether or not the children agree with the statements. These debate statements have the symbol  on them.



There's a saying that
you should never judge a
book by its cover. Which
clue has helped you predict
the ending from the cover?



All fiction books have a
happy ending.



Every dilemma in a story
is resolved.



The front cover
and the blurb tell me
everything that's going
to happen in the book.



What had already
happened before the
book started?



A chapter
always ends with a clue
about what's going to
happen next.



Discuss what will
happen next then read
on together. In what
ways was your prediction
similar or different to
what happened?



Are there any
cliffhanger endings in
the story?



CLUE COLLECTOR

KS2 Content Domain 2F



Identify and explain how information / narrative content is related and contributes to meaning as a whole.

Y3/4 comprehension curriculum statements
identifying how language, structure, and presentation contribute to meaning

reading books that are structured in different ways and reading for a range of purposes

Y5/6 comprehension curriculum statements
reading books that are structured in different ways and reading for a range of purposes

Question examples for teachers to ask:

How do you know that a character is funny/nice/nasty in the book?


What is similar/different about ... ?

This part of the book is important because ?

Why do you think the page is set out this way?

Why do you think this piece of information has been included?

Is there an "Aha!" moment which is significant in the story?

Use the small cards either as extra questions for you to ask, or to promote discussion between pupils. Most of the cards have statements rather than questions on them, to encourage debate about whether or not the children agree with the statements. These debate statements have the symbol  on them.



How would you rearrange the information on this page to improve it?



In this part of the book, which part of the story is told by the pictures and which part is told by the words?



In this book, how do the pictures and the text relate to each other?



If you covered up the pictures on this page/ in this book, what important information would we miss?



If you covered up the text on this page/ in this book, what important information would we miss?



If you could add one picture or diagram to help a reader understand this page better, what would it look like?



Compare two versions of the same story. Which do you prefer and why?



What has been done to make this page interesting or appealing to the reader?



WORD WIZARD

KS2 Content Domain 2G



Identify or explain how meaning is enhanced through the choice of words and phrases.

Y3/4 comprehension curriculum statements

identifying how language, structure, and presentation contribute to meaning
discussing words and phrases that capture the reader's interest and imagination

Y5/6 comprehension curriculum statements

identifying how language, structure and presentation contribute to meaning

discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

Question examples for teachers to ask:

What effect does this line of text have on the reader?


What do you think the writer was trying to do when they chose to use this word?

How does this word help you to understand the character/setting?

Is there a mood that's prevalent in this section? Which words help you to know that?

Why is this word significant?

Are there any words or phrases repeated in the text? What does this mean?

Use the small cards either as extra questions for you to ask, or to promote discussion between pupils. Most of the cards have statements rather than questions on them, to encourage debate about whether or not the children agree with the statements. These debate statements have the symbol  on them.



Authors use more words to describe feelings than objects.



You could swap one word for another with a similar meaning and it doesn't make any difference to the text.



Authors repeat things to make you notice them.



Authors and poets use certain words to trick you into feeling a certain way.



The words the author chooses helps me to understand a character.



Words used to create atmosphere are always different to words used to describe characters.



Choose some descriptive words from the text and find synonyms and antonyms for them.
Would using a synonym change what the author wanted you to know?



Which words really captured your imagination in this section? Why?



Curious Comparer

KS2 Content Domain 2H



Make comparisons within the text.

Y3/4 comprehension curriculum statements
identifying themes and conventions in a wide range of books asking questions to improve their understanding of a text

participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally

recognising some different forms of poetry

for example, free verse, narrative poetry

Y5/6 comprehension curriculum statements

recommending books that they have read to their peers, giving reasons for their choices

Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non fiction and reference books or textbooks.

Making comparisons within books.

Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

provide reasoned justifications for their views

Question examples for teachers to ask:

What are the common themes in the book?

How is it similar/different to?

Is it better than?

Compare two characters/themes in the text.

Have you read anything else by the same author/poet/in the same series?

Can you think of other books with a similar theme?

Use the small cards either as extra questions for you to ask, or to promote discussion between pupils. Most of the cards have statements rather than questions on them, to encourage debate about whether or not the children agree with the statements.

These debate statements have the symbol  on them.





Who changes most in the story? Why?



The pictures always have the same purpose as the text in a book.



Number 3 is always significant in fairy tales.



Non fiction books always have similar layouts or formats.



Stories always have something about good and evil in them.



Characters are either all good or all evil.



Books written by the same author always have similarities.



Stories always have a moral.

